



Redesign Plan

Northglade Montessori School

Kalamazoo Public School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Northglade Montessori Magnet School is a Pre-K through grade 5 public Montessori school. The school has approximately 230 students from age three to eleven. Northglade Montessori Magnet School serves 230 children of whom 130 are African American (59%); 59 are Caucasian (27%) 3 are Hispanic (1%); 4 are Asian (2%); and, 25 are Multi-racial (11%). Seventy-eight of the Northglade students qualify for Free/Reduced Lunch Program. Northglade is a magnet school in the Kalamazoo Public Schools and is located on the northern portion of the city of Kalamazoo. The school serves students throughout the district boundaries. The teaching staff not only hold valid Michigan teaching certifications but also have received specialized Montessori education training and hold Montessori teaching credentials.

There are 13 Michigan state certified teachers at Northglade: There are 8 Montessori classroom lead teachers have AMS credentials, 4 co-curricular area teachers in vocal music, instrumental music, art, and physical education, a speech therapist, an early childhood special education teacher, and a school psychologist. The support staff includes: 10 classroom assistants in the Montessori classrooms (each Children's House classroom has 2 teacher assistants all other Montessori classrooms have one assistant).

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Northglade Montessori Magnet School, a diverse nurturing family of students, educators and parents, is to prepare each student to become a well educated, responsible and respectful contributor to family and community by enhancing academic achievement through a literature rich curriculum that addresses individual needs (social, emotional, academic, and physical) and unique talents, in partnership with families and the community.

The vision of the Northglade Montessori Magnet School is to provide continual monitoring of teaching and learning methods, with adjustments made to meet the individual needs of our learners. Provide the opportunity for staff and parents to develop, through communication, a sense of ownership, spirit, and pride in the school. Not only must students be prepared academically; they must be nurtured with a sense of cultural awareness which includes an appreciation of the arts, tolerance, and diversity.

Beliefs/Guiding Principles:

- In a safe and nurturing environment, all students can learn at their own pace and in their areas of interest and ability.
- To assist students in reaching their full potential, the school (Central Office Administrators, staff, and students), parents and the greater community must unite as a team of collaborators in sharing the responsibility of planning, implementing, and evaluating social/emotional, educational, and physical activities using all resources available for the development of the whole child.
- In a prepared environment, we will offer every child quality educational opportunities that honor and promote choice, freedom, and independence, and will address various learning styles.
- We provide a nurturing environment where all students feel safe and respected through teaching and modeling the three rules/expectations: respect for self, respect for others, and respect for the environment.
- We celebrate diversity by encouraging research and presenting global lessons that promote cosmic awareness and lead the child to acquire a sense of thankfulness to those who have come before us.
- We will teach all students to become positive and productive contributors to society.
- We commit to continuous school improvement in order to respond to the needs of the school-community.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the last three years Northglade has seen both overall declines and increases in Reading, Writing, Math and Science MEAP Scores. Northglade was identified as a Reward School due to school-wide increased academic achievement. However, Northglade was identified as a Focus group due to a Gap in achievement. While Northglade has seen significant gains in student achievement by a localized cohort of students as well as additional students there are still significant increases that need to occur. Continued improvement in Reading, Math, and Science, and Writing teaching and learning are necessary in order to reach the appropriate levels of academic achievement as well as a more concentrated effort to implement school-wide Writing instruction as well as necessary interventions for struggling students. .

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Northglade Montessori Magnet school utilizes the Montessori Method in order to support student learning. At Northglade we strive to address the "whole child" in our global society. Students explore their own academic and social skills and talents by engaging in a host of developmentally appropriate and challenging activities as they develop a lifelong love of learning. Students are expected to fully cooperate and collaborate with their peers and other members in the school community. The focus is to develop independent and self-directed learners who will accomplish their goals as well as gather and utilize an abundance of knowledge. At the conclusion of the students' Montessori education it is expected that they have achieved the age and developmentally appropriate Montessori Learner Outcomes as follows:

Independence

Confidence and Competence

Autonomy

Intrinsic Motivation

Social Responsibility

Academic Preparation

Spiritual Awareness

Citizens of the World

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		KPS Teacher Evaluation System KPS Staff Evaluation - Growth

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		KPS Administrator Evaluation System

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		Kalamazoo Executed Addendum/MOU

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Dates will be determined.	

Redesign Plan

Northglade Montessori School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Kalamazoo Northglade Signature Page Kalamazoo Northglade Signature Page 3.2015

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Mrs. Dale D. Mogaji, Principal mogajidd@kalamazoo.k12.mi.us

Dr. Sharon Dobson sdodson@kresa.org

Dr. Jim Morse, morsej@msu.edu

Ric Seager, Director of School Improvement, and Assessments (Kalamazoo Public Schools)

Dodie Raycraft, Title I and School Improvement Coordinator (Kalamazoo Public Schools)

(**)Denotes participating in at least one of the four School Improvement Team Meetings focused on the Reform Plan

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Sherrie Fuller (Parent)** sherrie.fuller@wmich.edu

Tianna Harrison (Parent**)

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

As the Northglade team participated in data dialogues for the purposes of creating a meaningful, intentional, and actionable reform plan, the 2013 MEAP data revealed that there is a significant need for improvement in the area of Reading, there is a need for improvement in Math fluency, and that there is an significant achievement gap in 3rd grade Math. As a result of the data driven conversations the following "Big Ideas" have been created:

1. Reduce the achievement gap in reading and mathematics while maintaining our commitment to our Montessori approach
2. Develop and implement a Multi-Tiered System of support for all students.

State what data were used to identify these ideas

The Northglade Montessori team initiated the conversations surrounding data by reviewing the Z-score analysis and the MEAP item analysis. The team also conducted a strand analysis and determined the root cause of the "gaps" through a "five whys" analysis that then evolved into a theory statement. The theory statements were utilized to construct the "Big Ideas" statements. In addition, the building has used local reading data, including MAP/NWEA and Fontas and Pinnell to determine priority areas.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1A.

Dale D. Mogaji, principal of Northglade Montessori Magnet School was installed as principal in the fall of 2011, after having served as a principal for five years in urban schools in the Philadelphia, PA area. Mrs. Mogaji has been evaluated by the district and has been found to have a track record of improving student achievement, consequently was determined to be a good fit for the building. In addition, her extensive knowledge of the Montessori instructional model was essential for Northglade. Dr. Mogaji has demonstrated the ability to identify the students that are in need of additional support and is working to quickly realign the continuous improvement process to address challenge areas. She has the ability to lead and implement the turnaround plan she and her leadership team have designed. As evidenced by her evaluation, Mrs. Mogaji has demonstrated, the ability to meet these five "turnaround competencies":

1. Identify and focus on early wins and big payoffs;
2. Break organizational norms;
3. Act quickly in a fast cycle;
4. Collect and analyze data; and,
5. Galvanize staff around big ideas.

More specifically, Dale Mogaji has demonstrated these competencies through the following actions:

Identify and focus on early wins and big payoffs

As leader of the school improvement team, Mrs. Mogaji facilitated the streamlining of the SIP to include the following focus areas: 1) Instructional Improvements through PLCs; 2) Improved Core Instruction for All Students; 3) Provision of interventions (when necessary) and, 4) Support for Children's Learning by Staff, Family, and Community. Through this realignment and re-focusing of the school improvement plan, she is working to create a system of focused support for her students.

Break organizational norms, act quickly in a fast cycle and use of data

As the principal of a public Montessori school, Mrs. Mogaji focused on the alignment and integration of the Montessori instructional program with the district curriculum and the state standards, thus strengthening core instruction. She has been instrumental in working to help her staff to integrate the state standards within the Montessori program. Mrs. Mogaji has scheduled and held "data meetings" with all classroom teachers as well as school wide data analysis and instructional action planning. She has provided training to staff in the interpretation of student data (MAP/NWEA) as well as the use of data walls. This extensive use of data has become a focus for her staff and helping to inform the curriculum and instructional changes. Staff is making use of student data, benchmark and classroom assessments, to determine

students in need of additional support and they are working to address these deficits. These changes have all been implemented in this first planning year, evidence of her ability to act quickly to implement research-based strategies to increase student achievement.

This focus on the use of data will prove a foundation to help staff to address the "big ideas" they have identified, increased achievement in mathematics as well as the implementation of a multi-tiered system of support. She has worked to create understanding and ownership of these focus areas and continues to align daily work with these initiatives.

Galvanize staff around big ideas

During Mrs. Mogaji's time as the school principal she has developed a more student centered schedule which allows for common planning time for data analysis and grade level team planning. Changes were made in both the general budget and the Title I budget to allow for on-site and off-site Montessori professional development opportunities for both the classroom teachers and classroom assistants as well as funding to support the additional SIP strategies. A focus on the big ideas of increased student achievement in mathematics and the implementation of a multi-tiered system of support for the students has drawn the staff together toward a common vision.

Since becoming the principal, Mrs. Mogaji has supported staff in their development of cultural literacy and facilitated the staff development of "Community of Care" norms and well as supported the development of school level content area and grade level leadership. Professional goals and student growth goals continue to improve and focus on student data and achievement. data collection and analysis is a continuous conversation at Northglade and drive academic and behavioral planning and interventions. Additionally, Mrs. Mogaji has provided ongoing support with NWEA-MAP data analysis and planning through district personnel and school level support and multi-tier system of support has been developed and has begun implementation with a literacy focus.

1B

Administrator support

KPS has created an organizational structure by which all building principals participate in ongoing professional learning opportunities through various meetings. Each month they participate in an Instructional Leadership meeting. This meeting is led by the district superintendent and focus is placed on increasing the principals' knowledge and skills to become instructional leaders as well as current issues for the district and throughout the state. Principals are frequently guided through problem solving scenarios with discussion and feedback in order to support their ongoing professional growth.

The New Administrator Training and Principal Mentor/Coaches are provided to some administrators, including new administrators and administrators in priority buildings. These coaches work with the building principals in helping to develop skills in teacher observation and instructional methodology aligned with the big ideas within the reform/redesign plan. For example, focus on strengthening Tier 1 instruction within a multi-tiered system of support is critical in a priority building in order to support all learners prior to the introduction of Tier 2 and Tier 3 interventions. Principal Mentors/Coaches' focus on helping to develop increased skills in the area of observation and instruction methodology will help to address Tier I challenges.

Monthly Principals' Meetings are another required professional learning opportunity. Focus topics are identified for these meetings which address current issues, effective schools research, supporting continuous school improvement and building leadership capacity. Emphasis on the use of data as part of the comprehensive needs assessment to determine actions steps has been the topic of the last few sessions. Materials utilized in these meetings are Michigan Department of Education developed tools from Mi-CSI presented by an individual involved in the development of those materials.

In addition, presentations are provided to develop of an understanding of the ongoing initiatives in the various departments throughout the

district and how those align with improvement efforts at the building levels. This is done to help ensure alignment of initiatives and resources throughout the district to support the buildings in addressing the "big ideas" in their plans. For example, a presentation by the Student Services Department helped to increase the ability to use student behavior data to implement a multi-tiered system in behavior. The math consultant presented on the critical components of a structured math block, another focus of the redesign/reform plan. The ultimate goal is to continually provide principals with instruction and support to build leadership capacity, as well as providing an opportunity for feedback as to their future needs.

Ongoing support by central office staff is provided in the areas of school improvement, data analysis, content support, teacher evaluations and many other areas. In addition, the district has worked with the Kalamazoo RESA to provide ongoing coaching within the buildings to teachers, primarily, but also to support principals in strengthening academic areas.

In recent years, the district has focused resources on developing principals' capacity to build and lead professional learning communities in their schools through voluntary training in Adaptive Schools, Cognitive Coaching and through participation in the Summer PLC Summit.

Teachers/Staff

Professional learning opportunities at KPS are extensive and focused on the development of skills for all staff to better meet the needs of our students. Content area coaches and instructional coaches are available and provide ongoing coaching to staff throughout the school year in the form of walk-throughs followed by coaching for the teachers involved. Formal professional development is provided at buildings and at the district level to increase teacher skills and knowledge of content by internal district staff/coaches as well as external consultants. Collaboration with the Kalamazoo RESA to utilize content area coaches for observations, audits and ongoing coaching is a model we are implementing and expanding throughout the district. At Northglade, focus has been and will be focused on the use of data and the effective implementation of professional learning team to use the data in support of the multi-tiered system of support. This, in turn, will help staff to address the big idea of improving math achievement. Training in the Instructional Learning Cycle, as well as training and implementation of the Survey of Enacted Curriculum will also be initiatives that will help Northglade as they continue to work to target student achievement.

New Teacher Academy and Mentoring is provided to teachers in their first three years of teaching, as required by law. Coaching provided as feedback around "walk-through" information to support the development of teacher skills is ongoing. At times, a "second set of eyes" is requested to provide additional support. This process utilizes central office staff, external coaches and others to observe staff and provide feedback in a post-observation conference. Individualized and customized professional development at conferences and workshops offered by state service agencies and our RESA are also made available through the school improvement process.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

2A

During the 2010 - 11 school year, the district, Kalamazoo Education Association (KEA) and the UAW administrators collaborated extensively to create a new three-tiered Annual Teacher Evaluation Model that is performance based and structured around the Framework for Teaching developed by Charlotte Danielson. This was done through regular meetings between KEA members, UAW administrators and central office staff. KPS signed a contract with the KEA in December of 2012 which stipulates that the percentage of the evaluation for student growth be 25%, or as required by law. The law requires that, beginning with the 2015 - 2016 school year, at least 50% of both teacher and administrator evaluations be based on student growth and assessment data. The evaluation committee meets two times per year to communicate the strengths, weaknesses and processes used within the evaluation system.

The adopted model includes the original 4 domains that are part of the Danielson Framework; planning and preparation, classroom environment, classroom instruction, and professional responsibility. KPS added a 5th domain, student growth, to ensure compliance with state guidelines. Growth is measured through the selection of specific assessment measures from a pre-determined list including state, national and local assessments. Teachers must designate which measures will be used each year to determine the growth component of the individual's evaluation. All parties have agreed that results from these evaluations will be used to inform promotion, tenure and professional growth decisions throughout the district. In its fourth year of implementation, the district model is fine-tuned annually based on feedback from teachers and administrators.

Teachers and administrators collaborate to create goals based on raising student achievement as part of the continuous school improvement process. These goals are reviewed annually. Progress toward meeting these improvement goals are considered during the evaluation process.

Student growth weighting at Kalamazoo Public Schools for each school year is determined based upon the current state law percentages. Since 2011 -12, 25% of the annual evaluation for teachers is based on student growth and/or achievement. KPS will continue to raise this weight as required by law. KPS will make changes, as needed, to comply with state requirements.

2B

During the 2010-2011 school year, through sub-committee work, the administrator evaluation instrument was written by UAW members and central office administration. The instrument was part of negotiations with both parties accepting the recommendation of the evaluation committee. KPS signed a contract with the UAW in July of 2014 and this agreement is in effect until June of 2015. This evaluation (attached) is a criterion-referenced tool that rates administrators on nine key categories of effective leadership. Within these nine categories are specific categories relating to student achievement and knowledge of instructional programming. Each category is weighted, with 30% of the evaluation derived from student performance/growth. In 2014-15, the amount of the evaluation accounted for by student growth is 30% and in subsequent years this will be increased as required by law. The law requires that, beginning with the 2015 - 2016 school year, at least 50% of both teacher and administrator evaluations be based on student growth and assessment data. Should these values be changed by the legislature, Kalamazoo Public Schools will be certain to comply with the expectations of the legislature.

Both teachers and administrators collaborate to create building goals based on raising student achievement. These goals are reviewed annually as part of the ongoing continuous improvement process. In addition, implementation of the overall school improvement plan is considered as part of the administrator evaluation.

Evaluation system attachments are included in the assurances section of this redesign plan.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A

The school and district will use assessment data to monitor student growth for students. The assessments used will include the NWEA/MAP Benchmark Assessments, district assessments, course-based assessments, and/or grade-level common assessments as identified by the evaluation process. In addition, teachers who contribute significantly to building leadership through service on the school improvement team or leadership team, or who provide grade-level team leadership within a building, will be identified and recognized. It is felt that these professional contributions, along with the commitment to improved student achievement will contribute positively to student growth. Given this commitment, the district will work to continue to support staff. The district will consider the use of Title II and/or other funds to support specific professional development as identified in the school improvement plan and in alignment with the reform/redesign plans will be considered. The focus of the professional learning will be on core content and/or improvement processes to support the implementation of a multi-tiered system and increased achievement in the core, the building's big ideas. These individuals will be recommended by building administrators to central office staff and approval will be processed through central office. Building administrators will also recognize staff that have become leaders in the implementation of the reform plan 2 - 3 times per year, as appropriate. Buildings will be encouraged to determine other non-monetary "benefits" such as Teacher of the Month, preferred parking, recognition in school newsletters, depending upon the building. Consideration will also be given to developing business partnerships to provide gift cards for recognized teachers.

3B

At KPS, a specific process has been developed to address teacher performance based on the approved teacher evaluation process. This process would be utilized for identifying educators who are not increasing student achievement. This process is based on the Charlotte Danielson model and addresses the four quadrants of her model. In addition, a fifth component has been added which is student growth. For the growth component, staff is required to determine specific student growth measures and this information is factored into overall teacher effectiveness ratings. Timelines have been developed and action steps delineated for this evaluation process to guide principals (See Attached Teacher Evaluation Document). Principals are required to notify HR immediately when they feel they may have a teacher that is experiencing difficulty and the process is implemented as outlined. Upon initiation of the process, supports are determined for both the teacher and the principal. Personnel in the HR department closely monitor implementation and are involved throughout the process to advise principals, as needed. A very specific timeline is followed which ensures timely actions are taken throughout the school year to support and address teacher performance. Activities within the process include formal observations, walk-throughs, anecdotal evidence, teacher response, post observation conference, and a summative evaluation conference.

The overall process consists of a three-track evaluation system. Each track of the process increases interventions and supports for the identified staff. The process is differentiated for Probationary or Tenured teachers. Specific details of the process are included in the

uploaded document. Based on the results of these supports and interventions, a determination is made as to whether or not a teacher's employment will be continued.

Building leaders and curriculum administrators are expected to routinely conduct walk-throughs using rubrics, aligned with the Danielson domains, to gather data, monitor performance and provide support to classroom teachers on an ongoing basis. Web-based software (Pivot by Five-Star Technology) serves as a tool to aid administrators in linking observation findings to performance indicators or criteria. District content area coaches and other central office staff are also available to provide feedback and coaching.

External coaches from the Kalamazoo RESA and principal coaches are also utilized to conduct classroom walk-throughs and to support implementation of strategies and effective instruction teachers. Feedback from these observations is used to determine ongoing professional learning needs and additional support that is needed for our staff. Staff from central office and the Kalamazoo RESA are work collaboratively to provide ongoing support through professional development sessions and/or ongoing coaching. Specific focus is placed on the implementation of the district curriculum, identification and sharing of student learning targets and effective instruction.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Related Professional Learning that may be required in order to successful implement Big Idea #1 include the following:

Explicitly teach comprehension strategies

- Professional development in high quality reading instruction
- Professional development in conducting effective Guided Reading groups
- Professional development managing a 90 minute reading block
- Professional development for administering running/reading records correctly (refresher)
- Classroom teachers are expected to implement instructional strategies gained through professional learning.
- Classroom teachers can complete PL surveys following the training
- Implementing the instructional strategies gained in PL within the classroom is evidence that the training is job-embedded
- Teachers will receive individual support through observations and feedback from the school principal, district level Reading coaches as well as a Montessori coach.
- Professional learning opportunities will be provided through district and school level professional development opportunities, grade level and staff meetings, as well as individual conferences with coaches and school level instructional leadership.
- School level instructional leadership will analyze student work utilizes rubrics and other appropriate measurement tools.
- A Montessori reading block walk-through tool will be created in order to determine all of the required components are included in the day to day practice.

Explicitly teach vocabulary/word study in all core content areas

- District Marzano Project (E2) professional development is required for implementation at the E2 level
- Teacher turn-around training is required for school-wide implementation of the program
- Teachers will complete a survey following the professional development session.
- Implementing the instructional strategies gained in PL within the classroom is evidence that the training is job-embedded. Teachers will receive individual support through observations and feedback from the school principal, district level Reading coaches as well as a Montessori coach.
- Professional learning opportunities will be provided through district and school level professional development opportunities, grade level and staff meetings, as well as individual conferences with coaches and school level instructional leadership.
- School level instructional leadership will analyze student work utilizing rubrics and other appropriate measurement tools.
- A vocabulary/word study walk-through tool will be created in order to determine all of the required components are included in the day to day practice of vocabulary instruction.

Explicitly teach Math fluency

- Professional development is needed in order to provide teachers with specific strategies to increase students' Math fluency
- Teachers will complete a survey following the professional development session.
- Implementing the instructional strategies gained in PL within the classroom is evidence that the training is job-embedded. Teachers will receive individual support through observations and feedback from the school principal, district level Reading coaches as well as a Montessori coach.
- Professional learning opportunities will be provided through district and school level professional development opportunities, grade level and staff meetings, as well as individual conferences with coaches and school level instructional leadership.
- School level instructional leadership will analyze student work utilizing rubrics and other appropriate measurement tools.
- A math fluency walk-through tool will be created in order to determine all of the required components are included in the day to day practice of explicitly teaching math fluency along with the grade level Mathematics curriculum.

Related Professional Learning that may be required in order to successful implement Big Idea #2 include the following:

Teachers need training on specific supplemental programs, data analysis and how to match specific supplemental programs to specific student needs. The current focus is Reading support and extension in all content areas. The plan is to add Math focused effective and appropriate supplemental programs during the 2015-2016 school term. The expectation is that teachers will use the training in order to provide the most effective appropriate supplemental programs with fidelity based upon student needs.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

5A**Recruiting Teachers:**

The district uses demographic and achievement data, along with other factors, to determine staffing needs at each individual school. More specifically, we look for applicants that have had experience working in high poverty, urban school settings. A Letter of Agreement has also been developed to guide staffing in the area of minority recruitment. Advanced degrees in specific content areas are also considered. Experience in working in buildings that have been involved in closing the achievement gap is also a critical criteria. Given the district focus on building partnerships with community agencies throughout the district, involvement in community agencies and leadership roles in those, and other, positions is also seen as a positive and critical criteria. The district considers other factors such as skills, specialized certifications needed, and experience working with diverse student populations and communities.

Human Resources actively recruits teachers from multiple regional colleges and universities beginning in March of the previous school year. We intentionally recruit staff to work in the summer school to determine "fit" with the district for possible full time employment. We continually monitor substitute and student teachers that are utilized in the buildings to identify potential employees. We work closely with universities to place student teachers with tenured teachers in our buildings to create a pool of quality candidates familiar with our district for future employment. HR also attends job fairs, advertises postings, and seeks out potential recruits with urban experience. Other administrators in the district are also invited to participate in the recruiting process. Additionally, intern teachers and other promising teachers are often recruited into summer school programming where they are actively observed working with our student population. Teachers that show promise in working with our students are given favorable consideration for openings in our district.

Use of an online application tool, Applitrack, ensures that candidates that may be located outside of our immediate region are able to monitor openings and complete the application process. The database of applicants that is created through these online applications provides Human Resources the ability to review a large pool of individuals for each opening, looking for a proper fit, given an individual building's unique needs. Status as a Focus or Priority building is communicated to potential candidates and is considered throughout the hiring process and specific skills that are needed to be successful in a given setting are assessed through the screening and interview process. Human Resource staff, as well as building administrators, are involved in the interview process and a hiring recommendation is made collaboratively by the interview team.

5B**Retaining Teachers:**

The district will provide opportunities for teachers in the priority school to design or choose professional development related directly to the school improvement/reform plan and they will be supported by Title II and/or district funds. Ongoing communication with the building principal and staff through professional development staff meetings and individual conversations will help to identify and provide support to the teachers to develop the skills they need to address the students' needs as well as the personal growth goals identified by staff. District staff has been, and will be involved, to provide ongoing professional development in effective instructional strategies, using data to inform changes in instruction, and addressing student behavioral concerns. Support from Kalamazoo RESA will also be identified and provided to increase staff capacity for to close achievement gaps. Ongoing discussion at the district level to identify and support teachers within the priority buildings helps to determine future staff needs to ensure implementation of effective strategies aligned with the plan's big ideas.

Additional retention strategies will include recognition of staff, the opportunity to serve on leadership teams, curriculum teams, and other district committees. Some of these may result in additional stipends. In addition, staff involved in leadership positions are encouraged and supported to continue to develop additional leadership and content knowledge expertise. Staff will also be provided the opportunity to develop a specialization in a specific strategy/initiative in the district, such as data analysis and content area support. These opportunities will help them to become instructional leaders and support personal growth goals that may have been identified, as well as increase their skills to work in a high-need school. These supports and opportunities will also help the district to create a pipeline of future leaders for our

buildings, a critical component in transforming schools.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

The Northglade Montessori team initiated the conversations surrounding data by reviewing the Z-score analysis and also conducted a MEAP item analysis. The team also conducted a strand analysis and determined the root cause of the "gaps" through a "five whys" analysis that then evolved into a theory statement. The theory statements were utilized to construct the "Big Ideas" statements.

Based on the 2013 MEAP results Northglade Montessori Magnet School achieved a Z-Score of -1.1362 in Math and -2.0655 in Reading. Although there was an improvement of 0.5349 in Math the achievement gap was -2.1693. The achievement gap results for Reading was -3.5606.

- Based upon the 3rd grade MEAP Reading results 44% of students performed at levels 1 & 2 and 21% of students performed at the level 4. The 3rd grade MEAP Math results indicated that 18% of the students performed at levels 1 & 2 and 65% of students performed at level 4.
- Based upon the 4th grade MEAP Reading results 70% of students performed at levels 1 & 2 and 26% of students performed at the level 4. The 4th grade MEAP Math results indicated that 56% of the students performed at levels 1 & 2 and 41% of students performed at level 4.
- Based upon the 5th grade MEAP Reading results 41% of students performed at levels 1 & 2 and 15% of students performed at the level 4. The 5th grade MEAP Math results indicated that 26% of the students performed at levels 1 & 2 and 59% of students performed at level 4.
- Based upon 4th grade MEAP Reading results 92% of Non-economically disadvantaged students performed at levels 1 & 2 and 53% of economically disadvantaged students performed at levels 1 & 2. Forty-seven percent of the economically disadvantaged student population performed at level 4 compared to 0% of Non-economically disadvantaged students on the Reading portion of the MEAP.
- Based upon 4th grade MEAP Math results 83% of Non-economically disadvantaged students performed at levels 1 & 2 and 33% of economically disadvantaged students performed at levels 1 & 2. Sixty percent of the economically disadvantaged student population performed at level 4 compared to 17% of Non-economically disadvantaged students on the Math portion of the MEAP.
- Data gathered from mischooldata.com indicated that students showed a deficiency in the area of math fluency at the 3rd grade level.
- MEAP Reading strand analysis indicated that common areas of focus include the following domains in 2nd through 5th grade:
 - o Craft and Structure
 - o Key ideas and Details
 - o Integration of Knowledge and Ideas
 - o Range of Reading and Level of Text Complexity
- MEAP Math strand analysis indicated that common areas of focus include the following domains in 2nd through 5th grade:

o Numbers and operations

Redesign Plan

Northglade Montessori School

Fluently add and subtract within 100 with numbers in any position and in context

Relate addition and subtraction to length and use a number line to model addition and subtraction situations

Represent and solve problems involving multiplication and division

Generalize place value and properties of operations and factorization to perform multi-digit arithmetic

o Measurement

Relate addition and subtraction to measurement and add and subtract lengths, money, and time in context

Understand concepts of area and perimeter and relate area to multiplication and division

o Geometry

Draw and construct shapes when given their attributes and reason what shapes are created when two shapes are formed

Reason with shapes and their attributes

Understand concepts of angle and measures angles

The above data is telling us that the major reason that Northglade Montessori has been identified as a Priority School is due to the increased achievement gap between the economically disadvantaged and non-economically disadvantaged students. In addition, the data shows that Reading has the largest achievement gap, the lowest achievement, and the least amount of improvement over the last two years. Therefore, the team concluded that the following Big Ideas will most effectively support increased student achievement and reduce the achievement gap.

1. Reduce the achievement gap in reading and mathematics while maintaining our commitment to our Montessori approach.
2. Develop and implement a Multi-Tiered System of Support for all students.

The Instructional practices related to Big Idea #1 include explicitly teach comprehension strategies in all content areas, explicitly teach vocabulary/word study in all core content areas, and explicitly teach Math fluency as a supplemental program provided in order support the delivery of the grade level mathematics curriculum:

Explicitly teach comprehension strategies in all content areas.

The instructional team will develop a school-wide Reading Block that targets and supports increased comprehension by identifying an appropriate comprehension strategy for the week as well as providing instruction in the key components of the Reading Street program. Classroom teachers will provide explicit instruction of the Comprehension Strategies in all content areas. Student mastery of the comprehension strategy will be assessed through daily checks for understanding and classroom level formative assessments will indicate successful implementation.

Explicitly teach vocabulary/word study in all core content areas

Northglade's E2 (4th and 5th grade) teachers will participate in the district Marzano project. In addition, E2 teachers will provide vocabulary strategy specific turn-around training for the remaining teachers in order to have a school-wide impact on vocabulary acquisition in all content areas.

Explicitly teach math fluency

The instructional team will develop and implement a math fluency routine that will be utilized as a supplemental program that will support students in accessing the grade level mathematics curriculum. Teachers will incorporate Math fluency routines and practice into the instructional practices as well as provide at home resources. Increased math fluency of all students measured through daily checks for

understanding and classroom level formative assessments will indicate successful implementation.

The Instructional Practice related to Big Idea #2 includes: All students will receive research validated and based interventions in their area of need and/or extension daily in addition to high quality classroom instruction (Tier I):

In addition to increasing the rigor and quality of classroom instruction in all content areas a daily 40 minute block has been scheduled into the end of the school day where students will receive an effective and appropriate supplemental program. The teachers are responsible for providing the supplemental program with support from the principal and support staff. We will know that its implementation has been successful through principal walk-throughs during this time and the use of appropriate data in order to inform "intervention/extension" planning. All children will be assigned a specific supplemental activity.

The instructional programs that support the Big Ideas combine the CCCS aligned Kalamazoo Public Schools curriculum with the Montessori curriculum which supports career and college readiness as demonstrated in the Montessori Learner Outcomes. The Montessori Learner Outcomes include the following:

Northglade Montessori Magnet School

Montessori Learner Outcomes

Student(s) demonstrate Independence by:

- Independently choosing and completing appropriate work
- Demonstrating self-direction and focus on completing work.
- Showing care of self and the environment.

Student(s) demonstrate Confidence and Competence by:

- Actively participating in lessons
- Engaging with materials
- Completing work that reflects expectations
- Showing leadership

Students(s) demonstrates Autonomy by:

- Following classroom and school expectations
- Voicing their opinion
- Asking questions during presentations and work time
- Solving problems independently

Student(s) demonstrate Intrinsic Motivation by:

- Managing their learning environment
- Choose appropriate work
- Choosing appropriate group members

Student(s) demonstrate Social Responsibility by:

- Being kind and considerate of others (children and adult)
- Being helpful in society by extending the cosmic task beyond the Montessori environment
- Being able to problem solve and make appropriate decisions under pressure

Student(s) demonstrate Academic Preparation by:

- Fully participating in discussions
- Effectively preparing for lessons
- Completing work in a timely manner

Redesign Plan

Northglade Montessori School

- Being able to teach/tutor others
- Integrating knowledge of concepts across content areas
- Completing homework assignments

Student(s) demonstrate Spiritual Awareness

- Using kind words towards others
- Showing a willingness to help others
- Applying Grace and Courtesy lessons in and out of the school environment
- Adding to the warm atmosphere by showing consideration, caring, and a positive attitude.
- Choosing "right" because it is "right"
- Completing class/job assignments
- Caring for others and classroom pets

Students demonstrate being Citizens of the World by:

- Completing class jobs/responsibility
- Caring for others and classroom pets
- Cooperating in groups
- Working harmoniously with others
- Applying the core democratic values to daily life

The three year plan will be implemented by the Northglade Montessori instructional team, community and family partnerships, district level Reading and Math coaches, and a Montessori coach.

Year 1:

Implementation Expectation: 70%

Big Idea #1 includes the following:

Explicitly teach comprehension strategies

- Professional development in high quality reading instruction
- Professional development in conducting effective Guided Reading groups
- Professional development managing a 90 minute reading block
- Professional development for administering running/reading records correctly (refresher)
- Classroom teachers are expected to implement instructional strategies gained through professional learning.
- Classroom teachers can complete PL surveys following the training
- Implementing the instructional strategies gained in PL within the classroom is evidence that the training is job-embedded
- Teachers will receive individual support through observations and feedback from the school principal, district level Reading coaches as well as a Montessori coach.
- Professional learning opportunities will be provided through district and school level professional development opportunities, grade level and staff meetings, as well as individual conferences with coaches and school level instructional leadership.
- School level instructional leadership will analyze student work utilizes rubrics and other appropriate measurement tools.
- A Montessori reading block walk-through tool will be created in order to determine all of the required components are included in the day to day practice.

Explicitly teach vocabulary/word study in all core content areas

Redesign Plan

Northglade Montessori School

- District Marzano Project (E2) professional development is required for implementation at the E2 level
- Teacher turn-around training is required for school-wide implementation of the program
- Teachers will complete a survey following the professional development session.
- Implementing the instructional strategies gained in PL within the classroom is evidence that the training is job-embedded. Teachers will receive individual support through observations and feedback from the school principal, district level Reading coaches as well as a Montessori coach.
- Professional learning opportunities will be provided through district and school level professional development opportunities, grade level and staff meetings, as well as individual conferences with coaches and school level instructional leadership.
- School level instructional leadership will analyze student work utilizing rubrics and other appropriate measurement tools.
- A vocabulary/word study walk-through tool will be created in order to determine all of the required components are included in the day to day practice of vocabulary instruction.

Explicitly teach Math fluency

- Professional development is needed in order to provide teachers with specific strategies to increase students' Math fluency
- Teachers will complete a survey following the professional development session.
- Implementing the instructional strategies gained in PL within the classroom is evidence that the training is job-embedded. Teachers will receive individual support through observations and feedback from the school principal, district level Reading coaches as well as a Montessori coach.
- Professional learning opportunities will be provided through district and school level professional development opportunities, grade level and staff meetings, as well as individual conferences with coaches and school level instructional leadership.
- School level instructional leadership will analyze student work utilizing rubrics and other appropriate measurement tools.
- A math fluency walk-through tool will be created in order to determine all of the required components are included in the day to day practice of explicitly teaching math fluency along with the grade level Mathematics curriculum.

Related Professional Learning that may be required in order to successfully implement Big Idea #2 includes the following:

Teachers need training on specific supplemental programs, data analysis and how to match specific supplemental programs to specific student needs. The current focus is Reading support and extension in all content areas. The plan is to add Math focused effective and appropriate supplemental programs during the 2015-2016 school term. The expectation is that teachers will use the training in order to provide the most effective appropriate supplemental programs with fidelity based upon student needs. Year One

Year Two:

Continuation of year one plan with the appropriate adjustments based upon current student data and program evaluation.

Mathematics intervention will be added to the intervention/extension block as appropriate.

Implementation expectation: 85%

Year Three:

Continuation of year one plan with the appropriate adjustments based upon current student data and program evaluation.

Implementation expectation: 100%

*The Reading Street core reading program adopted by Kalamazoo Public Schools is a research based program.

The Sidewalks intervention program

Building Academic Vocabulary by Robert Marzano & Debra J. Pickering;

ASCD, 2005

www.nationalreadingpanel.org/

Lillard, A.S., Montessori: The Science Behind the Genius, New York: Oxford UP, 2005.

<http://www.public-montessori.org/resources/does-it-work-what-research-says-about-montessori-and-student-outcomes>

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

A variety of data will be collected and analyzed in order to inform and differentiate instruction as well as guide the multi-tier intervention program. Each instructional practice includes the following process after collecting the data mentioned below:

Student data will be discussed during common planning time and grade level meetings as well as some staff and building level professional development meetings with other teachers. Next the data will be used to generate appropriate lesson plans. When students are not making sufficient academic progress an effective and appropriate supplemental program will be utilized to assist in reducing the achievement gap. Ongoing review of student progress following the implementation of a particular intervention or instructional program will determine if the instructional program/assigned intervention is appropriate and effective. NWEA-MAP and state assessment results will also be utilized in order to determine the effectiveness of the instructional programs.

Explicitly Teach comprehension strategies in all content areas

- Weekly assessment (unit test) assessments are given to determine students' success with the skills taught during the week.
- On-going "checks for understanding"
- Bi-weekly Running/Reading Records for every student (minimally)
- Administer benchmark Assessment systems 1 and/or 2 to determine each students' instructional and independent reading levels and areas of focus
- Data gathered will be utilized to determine appropriate supplemental supports for individual students. Data will be discussed and analyzed during grade level meetings, common planning time, and building level team meetings in order to create student specific plans.
- Successful implementation of the instructional program will be measured by ongoing review of a variety of student data evidence of raising achievement and the reduction of the achievement gap.

Explicitly teach vocabulary/word study in all core content areas

- Weekly assessment are given to determine students' success with the skills taught during the week.
- On-going "checks for understanding"

Explicitly teach Math fluency

- Weekly assessments are given to determine students' success with the skills taught during the week.
- On-going "checks for understanding"

All students will receive research validated and based interventions in their area of need and/or extension daily in addition to high quality classroom instruction (Tier I):

- Weekly assessment (unit test) assessments are given to determine students' success with the skills taught during the week.
- On-going "checks for understanding"
- Bi-weekly Running/Reading Records for every student (minimally)
- Administer Benchmark Assessment systems 1 and/or 2 (Fountas and Pinnell) in order to determine each students' instructional and independent reading levels and areas of focus

Teachers need training on specific supplemental programs, data analysis and how to match specific supplemental programs to specific student needs. The current focus is Reading support and extension in all content areas. The plan is to add Math focused effective and appropriate supplemental programs during the 2015-2016 school term. The expectation is that teachers will use the training in order to provide the most effective appropriate supplemental programs with fidelity based upon student needs.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

8A

Time will be dedicated to core instruction by redesigning the use of time in the current schedule. The Principal has worked with building staff to:

- Schedule a dedicated intervention block at the end of the school day to provide targeted supplemental support to students that are struggling in the core academic program (40 minutes a day)
- Assure Social Studies and Science are integrated into the curriculum on a daily basis in the using Montessori methodology

In addition, principals are working to coordinate activities with Communities in Schools-Kalamazoo to assure that highest needs students are receiving supplemental instruction and support in after-school programming which is aligned with the core instruction. The district has increased the number of hours by 8.9 hours between 2013-2014 and 2014-2015.

These increases in core instructional time, combined with the intentional use data to ensure that small group/individual targeted intervention is made available to struggling students through supplemental programs will create the organizational structure and support needed to improve student achievement.

8B

Time will be dedicated to enrichment activities by redesigning the use of time in the current schedule.

- Art, music and P.E. are offered to all students each week and are built into the building master schedule. (170 minutes per week)
- Orchestra and Choir are offered to students in grades 4 and 5
- Academically Talented programming is available for identified students in all buildings.
- Summer literacy program provides up to 7 books to 3-5 grade students throughout the district
- Literacy night for students and parents to focus on the development of literacy skills
- Communities in Schools - K provides additional academic support for students

8C

It is felt that by placing a renewed focus on providing "bell to bell" instruction, combined with the additional time gained each day we can work to maximize student achievement. Requiring instruction in all four content areas by allocating time within the schedule will also increase awareness of the need to consistently provide instruction in all core areas. The continued provision of enrichment activities in the areas of art, music and PE, as well as choir and orchestra, provides the opportunity for students to engage in the education process in areas other than the four core areas. Involvement in the arts is shown to support achievement and engagement.

In addition, the increased focus on the use of data to identify and intervene with struggling learners will help staff to target interventions on specific skill deficits, leading to increased overall achievement.

Professional learning time will be made available for all staff

1. Time will be allocated through redesign of master schedule to allocate common planning time for grade-level teachers each day. (20-30 minutes per day) Additional time may be created through provisions of subs and use of pull-out training and/or after school opportunities
2. Professional Learning opportunities that become available in the region will be considered and supported, if aligned to the needs of the school and the transformation plan's "big ideas"
3. Resources available to the building through the RESA will be identified and provided when possible and funding is available
4. Professional development (PD) will be tied directly to the strategies outlined in the building's school improvement/transformation plan

Professional Learning for Teachers

- Each building has required monthly professional learning sessions after school with specific topics focused on improving student achievement. These are held on the first Monday of the month for 2 hours and/or on Wednesday for 1.5 hours as per the district calendar and the building plan. Total PD hours required for each teacher in the elementary buildings is 35 hours.
- Ongoing voluntary opportunities are provided to staff throughout the school year for identified teacher leaders, building staff and administrators that focus on curriculum, instruction, data-informed decision making, and the implementation of a multi-tiered system of support
- Building resources are utilized to provide specific professional development for staff as identified in the school improvement plan and the transformation plan

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

The specific strategies that will be implemented throughout the reform plan are as follows:

- Specific student progress data will be shared with parents via progress reports and weekly updates
 - o Parent signature and feedback are expected.
 - o Parent teacher conferences are held two times per year
- Community partners will meet monthly in order to gather student the appropriate data needed to support student success.

- Family and community partnership surveys will be distributed and collected. The surveys will evaluate their perception of the school's effectiveness in supporting student success.

Parents, staff and community members attend the monthly scheduled School Improvement Team meetings.

Partnerships with Kalamazoo Communities in Schools and Mt. Zion Church provide students with after-school learning opportunities which increase learning time. In addition, partnerships with Kalamazoo College and Western Michigan University provides the students with the opportunity to work with volunteer tutors and mentors on academic content and special projects.

The Northglade community, the PTO and the Communities in Schools Kalamazoo facilitator will engage parents and additional community partners in the school reform process through developing a framework in which volunteers can work specifically towards the "Big Ideas." Through some additional training volunteers can specifically support students during the Montessori Reading Block, vocabulary development across content areas, and multi-tiered interventions.

The current focus is Reading support and interventions as well and extension in all content areas. The plan is to add Math focused effective and appropriate supplemental programs during the 2015-2016 school term. The expectation is that teachers will use the training in order to provide the most effective appropriate supplemental programs with fidelity based on student needs.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The Priority School Improvement Team and principal at Northglade Montessori School will determine how the building Title I budget will be allocated in the support of the Priority School Improvement Plan as determined through a Comprehensive Needs Assessment. Operational flexibility will be provided to assure the plan can be implemented as written as follows:

Building principals will be given the flexibility to operate the schools according to the proposed redesign plan, and as needed to substantially improve student academic outcome - including the allocation and expenditure of Title I funds. Buildings utilize a site-based decision making model to determine Title I expenditures. This is done through the school improvement process and leadership team within the building. Buildings have the autonomy to determine Title I expenditures and derive their individual building budgets and submit these budgets to the district for inclusion in the district budget.

Areas of flexibility include staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the building-level leadership team, managing all school improvement goals, identifying professional learning needs, etc.

Flexibility will be provided with regard to instructional planning to assure that instructional staff has the discretion to adjust activities to meet the needs of students in their charge, and to provide instructional support through the proposed Tiered Intervention Model. Building staff determine the tools and resources to use within the instructional program and may use building budgets and Title I funds to provide those materials, as allowed by federal regulations.

A plan will be developed for monitoring and evaluating the implementation and effectiveness of the proposed redesign plan. External consultants will work with the district and building personnel and the building principals to monitor and evaluate plan implementation

The Board of Education will receive quarterly status updates for the duration of the redesign plan

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

11A

District staff continues to work closely with the building principals to understand and implement a continuous improvement process. Utilizing tools and resources developed by the Michigan Department of Education, building leaders are working to gather outcome, demographic, process and perception data to inform the process. As the building moves into the action planning stage by unpacking the strategies they have identified, district staff will work to identify and provide the resources needed by the building. They could be in the form of helping the building to locate professional learning, assisting with the alignment of federal funds with building needs, provision of coaching support by district staff and/or RESA staff, etc. Relationships and connections are being developed and processes created to access these supports.

The district liaison has been identified as Dodie Raycraft, Director of Improvement, Title I and Assessment. She is working closely with the buildings to align the school improvement process with the requirements of the reform/redesign plan and Title I requirements and resources.

Additional technical assistance will be provided through the Michigan Department of Education and the Regional Educational Service Agency. We have identified a RESA "contact person" that is assisting the district to identify services at the RESA that align with our district needs. She is also working with the consultants at the RESA and the district staff to ensure alignment of initiatives.

More specifically, the following actions will be implemented:

Ongoing technical assistance will be provided to the priority school through the proposed redesign plans. Assistance will be provided through contracted external service providers in addition to support provided by district staff

The district office of school improvement and building principal will develop and execute contracts where necessary or required

Additional technical assistance will be provided through MDE School Reform Office and through our School Improvement Facilitator at KRESA

The priority school will participate in all technical assistance and networking meetings for priority schools offered by MDE

11B

Implementation of the plan will be overseen primarily by the Director of Improvement, Title I and Assessment, working in collaboration with the Teaching and Learning Services staff which is overseen by the Assistant Superintendent of Teaching and Learning. Support for the buildings is an ongoing discussion at weekly Teaching and Learning Services team meetings so that additional support from the district can be identified and provided. This plan will be fully supported by the Kalamazoo Public Schools.